

General Education Committee Meeting Minutes

September 21, 2020

1. Call the meeting to order
2. Data from ETS, NSSE, and Gen Ed
 - Review gen ed data as committee every year
 - Dr. Clark provided an overview of the General Education Mission
 - Dr. Clark reviewed the Student Learning Outcomes
 - Dr. Clark reviewed the general education data
 - Dr. Clark provided a General Education Course Data Snapshot and reviewed the information (see snapshot at the end of this paper).
 - Dr. Stockmyer voiced a concern about L1 being noted as unacceptable. Dr. Clark and Dr. Stockmyer are going to meet about the interpretation of this data soon.
 - L2 – (English) We had some faculty that did not turn in their data but the numbers still looked good.
 - L3 – (Personal Finance) the data looked accurate
 - L4 – (Health and Sports Science) the data looked accurate
 - L5 – (Biology) we showed a 79% unacceptable score and there is a concern about the low number. Dr. Clark is going to follow up with the science department since a representative was not important.
 - L6 & L7 (Fine Arts) - the data looked accurate
 - C1 – showed improvement
 - C2 – showed improvement
 - C3 – we had the numbers mixed up and the number should be 67% acceptable.
 - E1, E2, and E3 – we saw a decrease in E3 from the previous year.
 - Dr. Clark reviewed the NSSE Data
 - Higher Order Learning among first year students was significantly lower with a larger effect size, Reflective and Integrative Learning, Quantitative Reasoning, Effective Teaching Practices, and Supportive Learning. Among seniors, Discussions with Diverse Others was significantly lower, while Student-Faculty Interaction and Quality of Interactions was significantly higher when compared to 2019.
 - Seniors: Significantly higher compared to Oklahoma schools in Student-Faculty Interaction; significantly higher compared to the Carnegie Class in Quality of Interaction; and significantly lower compared to the Carnegie Class in Collaborative Learning. Gains made among seniors, improving data.
 - Compared to 2019 results, Higher Order Learning among first year students was significantly lower with a larger effect size, Reflective and Integrative Learning, Quantitative Reasoning, Effective Teaching Practices, and Supportive Learning. Among seniors, Discussions with Diverse Others was significantly lower, while Student-Faculty Interaction

and Quality of Interactions was significantly higher when compared to 2019.

- Dr. Clark reviewed the ETS Proficiency Profile Data
 - Not proficient in Critical Thinking, Writing Level 3, and Mathematics Level 3. Reading Level 2 is low also. Although low in these areas, data are similar to the Carnegie Class for comparison. NWOSU is ahead of the Carnegie class in all areas in mathematics, most notably in math level 2.
 - 2020 showed no gains from previous years. We need a larger N to have better data.
 - COVID-19 Affected Participation
 - Kaylyn provided information on the ETS and NSSE respondent numbers. The ETS respondent numbers were very low due to covid. It was hard for students to access the ETS proficiency profile online. The NSSE numbers had improved since the last administration.
 - Findings from most recent round of collection
 - Critical thinking continues to be low
 - How do we improve this?
 - Dr. Lane discussed that her faculty in the English have begun explaining to the students how they are making connections between courses and information.
 - Dr. Roxann Clark discussed that students seem to be fragmented between classes are not realizing that they can connect the information between classes. Discussed that we discuss with our students
 - Dr. Bell discussed incorporating the language in lecture and assignments to help them understand that they are doing critical thinking skills in the classroom.
 - Why the disconnect between higher order thinking skills in general education assessments vs. standardized assessments?
 - How are we already doing this, and how do we make students aware?
 - Need to increase participation for ETS
 - Why do freshmen not think they are being challenged on NSSE?
 - What processes need to change as a result of data?
 - Any need for assessment modifications?
2. Consider moving toward a goal for percentage of students meeting acceptable or higher.
 - Continue to think on this and develop ideas this year.
 3. Discuss SLOs and how they're being reinforced in the classes that are not collecting data
 - Are they identified in the syllabus for the class, etc.
 4. What is one single action we need to take as a result of this committee meeting?
 - Work towards developing the language and awareness to our students that they are practicing higher order learning skills in the classroom.
 5. Adjourn

General Education Data Observations – 8/26/20

General Education Course Data Snapshot

L1 – 67% acceptable

L2 – 93% acceptable or above with 22 students not submitting and 102 students not submitted by faculty

L3 – 83% acceptable

L4 – pre-test/post-test showed good gains with 92% at acceptable or target

L5 – Questions 1 and 2 were at 41% and 79% unacceptable; question 3 carried a 90% acceptable or above

L6 – 93% acceptable or above

L7 – 89% acceptable or above

C1 – 76% acceptable or above

C2 – 92% acceptable or above with 22 students not submitting and 102 students not submitted by faculty

C3 - 68% acceptable

C4: Not measured – removed from SLOs?

E1 81% acceptable or above

E2 79% acceptable or above

E3 77% and 79% acceptable or above

NSSE

Speaks to engagement. Are students participating in learning activities that relate to SLOs?

First year students: Significantly lower in Higher-Order Learning and Effective Teaching Practices than comparative Oklahoma schools and Carnegie Class and significantly lower in Reflective and Integrative Learning with the Carnegie Class. There were no significant differences in Learning Strategies, Discussions with Diverse Others, and Quality of Interactions. NWOSU students reported significantly higher than other Oklahoma schools in Student-Faculty Interaction.

Seniors: Significantly higher compared to Oklahoma schools in Student-Faculty Interaction; significantly higher compared to the Carnegie Class in Quality of Interaction; and significantly lower compared to the Carnegie Class in Collaborative Learning. Gains made among seniors, improving data.

Compared to 2019 results, Higher Order Learning among first year students was significantly lower with a larger effect size, Reflective and Integrative Learning, Quantitative Reasoning, Effective Teaching Practices, and Supportive Learning. Among seniors, Discussions with Diverse Others was significantly

lower, while Student-Faculty Interaction and Quality of Interactions was significantly higher when compared to 2019.

Time spent for preparing for class is lower than comparative data.

ETS

Not proficient in Critical Thinking, Writing Level 3, and Mathematics Level 3. Reading Level 2 is low also. Although low in these areas, data are similar to the Carnegie Class for comparison. NWOSU is ahead of the Carnegie class in all areas in mathematics, most notably in math level 2.

2020 showed no gains from previous years. We need a larger N to have better data.